



312066 0271 3018 6

ASS. ED 20.1:987

10
47/whole
✓

MASSACHUSETTS BOARD OF EDUCATION

MASSACHUSETTS
REPORT
1987

GOVERNMENT DOCUMENTS
COLLECTION

JUL 19 1988

University of Massachusetts
Depository Copy

MASSACHUSETTS BOARD OF EDUCATION

James F. Crain, Gloucester
Chairperson

Joseph E. Killory, Sandwich
Vice Chairperson

Raquel Bauman, Holden
John J. Gould, Waltham
James R. Grande, Hanover
Sol Kolack, Newton
Anne S. Larkin, Bedford

Melissa M. McNally, Cambridge
Theodora A. Sylvester, Springfield
Frances M. Turner, South Egremont
Joan Wallace-Benjamin, Boston
Mary C. Wright, Falmouth

Harold Raynolds, Jr., *Commissioner of Education*
Secretary

Franklyn G. Jenifer, *Chancellor*, Board of Regents
Ex Officio

Produced by the Bureau of Operational Support
Cecilia DiBella, *Director*
Susan Gardner, *Publications/Communications Coordinator*
Susan M. Stille, *Graphic Artist*

ANNUAL REPORT
OF THE
BOARD OF EDUCATION
FISCAL YEAR 1987

One hundred and fifty years ago, the first state board of education in the United States was created by the Massachusetts Great and General Court. The seven appointed members of the new body elected the then Senate President, Horace Mann, as their eighth colleague and the first person to serve in the role of Secretary to the Board, a position held today by our Commissioner of Education Ron Raynolds.

The title of Commissioner did not come into existence until 1909 when the Commonwealth's structure of government moved to a department form of organization.

The charge of the new Board in 1837 was to collect information on the condition of education in Massachusetts and to recommend to the Governor, the Legislature, and the Schools themselves ways to improve that condition.

In the eleven years that Mann served the Board, he fashioned a legacy that earned him the title of "Father of American Public Education." That reputation was built around Mann's concept of the "common school"—a place where quality and equality of educational opportunity would be made available for all students.

The goal that Horace Mann set one hundred and fifty years ago with his seven fellow members of the state board has seen remarkable progress toward its ultimate achievement, but it continues to lie beyond the grasp of too many.

It was with this awareness in mind that the current Board, in developing a Mission Statement this past year, agreed to identify as its initial commitment to the citizenry of Massachusetts the assurance of "equal access to and opportunity for all students in publicly-funded early childhood through secondary, occupational and adult education programs."

In its Mission, the Board views the \$3.7 billion enterprise of public education as the most significant responsibility of government in maintaining a democratic society. We view our role as providing leadership and advocacy for the best education for all the people of the Commonwealth.

In addition to the initial commitment noted above, the Board has determined that in order to meet its legislative mandate "to plan, serve and support public education," it will emphasize the promoting of high standards for teaching and for managing educational resources; the encouraging of a close working relationship with school committees and school districts to attain those standards and high expectations of learning; by creating an

educational climate in which teaching is regarded as an honored and desired profession where excellence is recognized; through the promotion of a school environment in which participation and leadership are encouraged; by fostering involvement of parents, students and others in determining and supporting educational policy; through the forging of partnerships with families, state and local agencies, business and industry to strengthen public education; by advocating strong public and government support; and through the initiation of and assistance in the formulation of laws to achieve these ends.

During the 1986-1987 school year, the Board of Education advanced its mission through twenty meetings where it distributed approximately \$120 million to local school districts and other agencies to support their efforts across twenty-four programs to improve the service and instruction of special needs students, those in adult education classes, the gifted and talented in regular classrooms, new technologies, early childhood programs, health education, professional development, new facilities, occupational education, and the myriad of new support activities under Chapter 188, the Public School Improvement Act of 1985.

Beyond this direct financial help and the fifteen sets of regulations the Board either adopted or amended throughout the year, the majority of the members' agenda time was spent deliberating ways to improve the status and preparation of educational personnel, instituting appropriate pupil testing and curriculum assessment programs, approving the desegregation plans of six urban areas, implementing adult education plans, examining occupational education proposals, establishing guidelines for health education and early childhood programs, preparing new school construction schedules, and planning revisions in the structure of the Department of Education.

During the past year, the Board developed new policies dealing with public information, the competency testing of future teachers, and, in a combined effort with the Board of Regents, a joint policy on occupational education.

In addition to these, a major step forward occurred in the development and promulgation of the Educational Goals of Massachusetts. This identification of nine goals has served as the basis upon which the Legislative Commission on Rewarding Educational Achievement and School Improvement Councils has chosen to establish criteria for determining progress in the schools and classrooms of the Commonwealth.

It is the nature of this public endeavor that as we move forward in the continuing quest of Horace Mann's common school, the accomplishments of one period become the foundations for the agenda for the succeeding year. Therefore, improvements in the conditions of teaching remain high on our list of unfinished business. The plight of the "at-risk" child must be lessened. The isolation of minority and special needs students must be reduced,

if not eliminated. The assimilation of the new Americans must be met. The education and training of both youth and adults need further emphasis to insure a bright future for them and our nation. The preparation of our young through early childhood education needs expansion. Finally, the level of literacy must be elevated to the point where the natural thirst for the acquisition of knowledge never becomes quenched.

The agenda before us is both ambitious and necessary. At times, it might appear overwhelming. But if you reflect upon the advances that have been made since Mann's time, advances accomplished by the teachers, administrators, school committee members, governmental personnel elected and appointed, we are confident that the talent, will and resources exist to meet these responsibilities.

For the progress we have made to date, we thank those of you who serve in education in your respective communities, to our colleagues in the Department of Education and its Regional Education Centers, to those who advise us on our many committees, to the Great and General Court, especially its Committee on Education, and to Governor Michael S. Dukakis and to Horace Mann's nineteenth successor, Commissioner Harold Reynolds, Jr., for their leadership, wisdom and caring in helping the Board of Education to fulfill its Mission.

James F. Crain
Chairperson

I. IMPLEMENTATION OF BOARD OF EDUCATION POLICIES AND PROGRAMS

In Fiscal Year 1987, an emphasis was placed on assisting schools and communities to provide an effective education for each student, especially those at risk of academic failure or underachievement, and for adults who have not gone beyond fourth grade. Schools and adult learning centers were assisted to create more positive learning environments, develop effective curricula, assess the strengths and needs of each learner on an ongoing basis, and develop strategies to serve students who at present are not adequately prepared, supported, or challenged and adults whose academic background is insufficient for productive participation in the economy and society. Special attention was given to the following:

- Linguistic minority youth and adults
- Students from low income families
- Low achieving students
- Students with special education needs
- Students with unrecognized talents and gifts
- Secondary students who are not college-bound
- Potential and actual dropouts
- Adults who lack functional literacy

Equalization of Educational Opportunity

A. Strengthen Schools with Low Income and Minority Students

Department staff initiated discussions with school district superintendents, and school principals and staff to identify 51 schools in 8 districts: Chelsea, Fall River, Franklin County Regional Vocational-Technical School, Holyoke, Lawrence, Lowell, Lynn, and Worcester.

\$1.8 million in Essential Skills Remedial and Dropout Prevention funds was awarded to the 8 school districts. School plans to improve programs and services were developed. Initial implementation of these plans began in the Spring in some districts. Springfield initiated a

comprehensive school improvement plan, but for the most part implementation will occur in FY88.

The Department staff worked with school districts and municipal officials to promote coordinated grant application development and service delivery.

Holyoke implemented a pilot kindergarten program in 2 schools by teaming bilingual and monolingual teachers (Chapter 1 and regular education).

B. Reduction in Minority Isolation

Funding and technical assistance were provided to Boston, Brockton, Cambridge, Chelsea, Fall River, Holyoke, Lawrence, Lowell, Lynn, Medford, Methuen, New Bedford, Northampton, Revere, Salem, Springfield and Worcester. 17 districts are planning and/or implementing race desegregation plans, and 115,000 students attend schools that have been desegregated, exclusive of Metco programs.

Funding and technical assistance to strengthen program evaluation efforts were provided to 12 districts.

10 school systems are currently operating 80 magnet schools, and three additional systems (Fall River, Lawrence, Salem) will implement magnet schools in FY 1988. 23,539 students attend these schools by choice from out of their attendance zones this year, of a total magnet school enrollment of 47,118. Parent surveys were administered in five systems and used by the districts for internal management purposes.

Chapter 636 funds supported a "just school" program at Cambridge Rindge and Latin School, and efforts were

made to develop student leadership programs in Holyoke and Springfield as part of a program to teach responsibility and mutual respect in the context of racial integration.

In order to continue to promote equity in the recruitment and retention of minority, female, limited English-proficient, handicapped, and disadvantaged students in occupational/vocational education schools and programs:

\$6.6 million was awarded to 256 school districts, of which \$2.3 million was awarded to the 10 cities and towns;

\$3.1 million was awarded to 68 school districts and 6 community colleges, serving economically depressed areas, for skills training/retraining of target populations;

\$125,000 was awarded to 15 community colleges for programs serving 1,200 limited English-proficient students;

\$650,000 was awarded to 36 school districts for 38 programs serving 2,300 pregnant and parenting teens; and \$13,000 was awarded to 7 school districts through the Commonwealth Inservice Institute for programs on equity issues in occupational/vocational programs and schools. \$40,000 was awarded to the University of Massachusetts/Boston to provide inservice training, attended by 200 teachers, on model programs for pregnant and parenting teens.

A Professional Development Conference for Vocational Educators was held at Fitchburg State College. 80 workshops were attended by 800 vocational educators. Technical assistance was provided to 25 school dis-

tricts—including Boston, Cambridge, and Fall River—on the development and implementation of equitable admissions plans.

A report was presented to the Board in April on the Unified Plan for Vocational/Occupational Education in the Boston Public Schools. Noncompliance findings included a lack of distinctive management for vocational/occupational education programs, failure to implement the Madison Park/Humphrey Center merger, and the lack of a viable career guidance and counseling system. The Chairperson of the Board, the Commissioner, and Department staff met with Boston's Superintendent of Schools to discuss future action. An interdivisional team of Department and Boston school staff will meet monthly to work at resolving general education problems, including those related to vocational/occupational education.

A report was made to the Board in December on Boston's Unified Facilities Plan. 3 court-ordered second year (FY87) priorities for the Burke, Tobin, and South Boston projects were approved by the Board in April. 3 additional projects—for the Cleveland, Lee, and Theodore Roosevelt schools—were presented to the Board in June, with approval recommended for 2. 58 remaining second year projects are behind schedule. The maintenance study was due to be completed in February; however, the consultant's report has not been accepted by Boston's Public Facilities Department. In May, the Superintendent of Schools released an independent school maintenance report calling for substantial increases in spending for annual maintenance.

C. Strengthen Programs and Services for Linguistic Minority Students

The Department, in collaboration with the State Bilingual Advisory Council, prepared an implementation plan for the development of a test of English proficiency. A list of state-approved tests is being developed for the 1987-88 school year.

\$450,000 was awarded to support two-way bilingual schools involving 1,200 students in Boston, Cambridge, Holyoke, and Springfield, and planning for such schools in Worcester, Lawrence, and Methuen. These funds will also support a program development seminar this Summer for school teams, sponsored by three professional associations. A publication is planned for Fall 1987.

A Language Resource Center was established in Lawrence. Curriculum materials, a tutorial program to strengthen teacher skills, reading workshops for Southeast Asian teachers, English as a second language (ESL)/bilingual teams to coordinate services to children, and programs for students (elementary school level two-way bilingual program, ESL summer program for elementary school students) were developed.

Two bilingual education programs will be initiated in September 1987 in Lowell's City and Arts Magnet Schools.

2 two-way bilingual kindergarten programs were funded in desegregating schools—in Cambridge and Lawrence.

D. Increase Support for Programs to Assist Refugees

Grants totalling \$1.5 million were awarded to 27 school systems experiencing a significant increase in enrollment of students unable to perform ordinary classwork in English.

Technical assistance was provided to these and other districts, with particular emphasis on inter-agency cooperation.

E. Improve the Education of Special Needs and Other Students

A progress report on the Lynn Consent Agreement was presented to the Board of Education in February. Significant improvements have been made in the areas of teacher and administrator training, school-based reporting of non-compliance issues, more timely transportation of special needs students, and the development of written procedures. Budgetary and fiscal management policies and procedures were strengthened. Compliance has not been achieved in the areas of timely re-evaluations and annual reviews of Individualized Educational Plans, the provision of support services—particularly speech therapy, occupational therapy, and physical therapy, and the provision of bilingual special education.

F. Expand the School Breakfast Program

The program was implemented in all 565 mandated schools, as well as in an additional 150 schools on a voluntary basis. 1.6 million additional breakfasts were served this past year as a result of the program.

Early Childhood Education

G. Support and Strengthen Early Childhood Education

\$7.1 million was awarded for a total of 244 early childhood education programs in 140 school districts. Of this total, \$4.1 million was awarded to 41 school districts (38 low income communities with Aid to Families with Dependent Children [AFDC] rates at or above 10%, and 3 regional academic and vocational systems with a high concentration of children from low income families) for 82 planning and/or implementation grants. \$3.1 million of the total, 52% of the funds for implementation grants, was awarded to 24 urban school districts. 49 preschool programs provided services to 3- and 4-year-old children, and 3 programs provided services to linguistic minority children and their families.

\$6.1 million was awarded for implementation of 121 programs in 56 communities: preschool (41%), day care (5%), extended day (14%), enhanced kindergarten (30%), and transitional programs (10%). \$1 million was awarded for 123 planning grants to assess community needs and resources, including the need for programs serving low income families, to develop comprehensive early childhood education plans, and also to provide for coordination of service delivery for children with special needs. All funded programs collaborated with school special education programs and staff through joint staff training, screening activities, or integrated programs for children with and without special needs. 2 programs contracted with Head Start for services for 4-year olds. An additional \$2.8 million was awarded to 30 Headstart agencies to raise staff salaries to retain and attract qualified staff.

A total of \$1.2 million was awarded to 245 school systems to develop and implement integrated special/regular education programs, human service agency collaborations, and outreach programs for parents. 8 districts combined Chapter 188 funds with special education funds to develop integrated preschool programs. A statewide early childhood education conference, held in October, was attended by 650 regular and special education professionals.

\$95,500 was awarded for 3 regional projects to implement a coordinated service delivery system for preschool students with special needs. 2 of the projects focused on developing models for facilitating the transition of service provision as young children grow older and become the responsibility of the public

schools: one model for rural areas and one for urban areas. The third project is focusing on the development of an interagency public awareness campaign and staff training.

Curriculum and Instructional Technology

H. Promote the Improvement of Writing

\$140,000 was awarded to 48 school districts for 65 Commonwealth Inservice Institute programs on student writing.

Two Lucretia Crocker writing fellows presented a workshop on the teaching of writing to 90 teachers in November 1986, and worked with 26 school districts on the dissemination of the fellows' programs.

Department staff assisted Phillips Academy (Andover) in recruiting teachers from Boston, Cambridge, and Lowell for a summer institute on urban literacy instruction (reading and writing) for which teachers may elect to receive graduate credit from Middlebury College or Dartmouth University.

25 adult educators received training in the New York State Writing System for General Education Development (GED). These adult educators will serve as trainers of others within the Commonwealth's adult basic education programs, who will then instruct students as writing is introduced into GED preparation statewide.

Follow-up sessions with 90 teachers representing 61 communities, who served as scorers for the Basic Skills Writing Test, were held in March as the basis for a publication on the teaching of writing in Massachusetts.

A second publication, on using writing as an instructional tool, is being developed for middle school teachers as the result of Department involvement with teachers at Melrose Junior High School. Both publications will be distributed to teachers in Fall 1987 through regional workshops of the Curriculum Seminar Series.

I. Assist Schools and Adult Learning Centers in the Use of Instructional Technology

\$500,000 was awarded to 33 school districts for 29 instructional technology projects to plan, evaluate, and implement technology for use as an instruction tool in school curriculum. Demonstrations of software materials were conducted throughout the year. Software with unlimited duplication rights was distributed in the following areas: *Solutions Unlimited*, software on problem-solving; *It Figures*, mathematics software; and *Income-Outcomes*, economics.

7 demonstration/training workshops and 2 statewide technology seminars were held for teachers. A course on computer applications for the visually handicapped was developed in cooperation with Fitchburg State College. \$115,000 was awarded to 10 school districts for 7 model Competency-Based Vocational Education (CBVE) curriculum development projects, and \$120,000 was awarded to 2 districts for competency-based basic skills curriculum development projects (mathematics/science and communications). 34 statewide, regional, and school district workshops were conducted on CBVE curriculum.

\$150,000 was awarded to 7 school districts to purchase advanced technological equipment.

\$54,000 was awarded to 18 adult learning centers to provide for microcomputers and training, with the result that 100% of adult learning centers now have microcomputers and trained staff members. 200 adult education teachers participated in a statewide conference on the uses of technology in April.

Collaboration Between Public and Private Sectors

J. Promote Partnerships Between Schools and Other Institutions

5,000 educators, business people, parents, school improvement council (SIC) members, senior citizens, and representatives from health care, higher education, cultural, preschool, social services, and other community organizations attended Department-coordinated and -sponsored conferences and workshops on the following: industry-education partnership programs and strategies for success; Chapter 188 School Improvement Council legislation, programs, practices, and secondary school issues; intergenerational education; integrating the community into the K-12 curriculum; "Valuing Differences;" and school volunteerism.

The following books and materials were published and distributed: *School Improvement Councils: Questions and Answers*, #2 *Developing an Effective School Improvement Council*; "The Clearinghouse" (2; issues of this newsletter for SICs); *Industry-Education Partnerships: Massachusetts Case Studies*; *Schools and Communities Working Together for K-12 Education*, #2.

Educational Personnel

K. Conduct Forums on the Condition of Teaching

1000 people attended 6 forums held in Boston, Fall River, Pittsfield, Salem, Springfield, and West Boylston in October 1986. Issues discussed included the recruitment, training, and retention of teachers; improved teacher compensation; reduction of unnecessary administrative duties; increased teacher involvement in educational policy decision-making; improved parent involvement; and adequate provision for teacher inservice training and educational program planning.

Presenters included the Governor, state legislators, Board members, the Commissioner, the Executive Director of the Carnegie Forum on Education and the Economy, national and state teachers union leaders, Massachusetts Teacher of the Year, and Lucretia Crocker and Leadership Academy Fellows. A report was made to the Board in January and a videotape, available to interested parties, was produced.

L. Improve Inservice Education

\$1.3 million was awarded to fund 648 Commonwealth Inservice Institute training programs, including grants for 47 programs focusing on equity issues, 60 on increasing students' writing skills, and 142 on improving the secondary curriculum.

In its first year of operation the Commonwealth Leadership Academy initiated 4 year-long Leadership

Institutes for 120 administrators in leadership, supervision and evaluation, and school/parent/community relations. 46 Leadership Seminar series were developed, serving over 500 administrators and approximately 200 teachers, in areas such as school effectiveness, improving instruction, and curriculum development. Three Academy Fellows (all principals) completed individual research studies on principals as instructional leaders. Four new Academy Fellows for 1987-88 were identified and approved by the Board in April.

Management training included programs for principals and other school administrators—such as Peer Assisted Leadership training, skills assessment for prospective principals, and the development of school-business partnerships.

3,900 educators participated in 100 Curriculum Seminar Series workshops presented by 66 classroom teachers, administrators, university faculty, and private consultants. Seminar topics included mathematics education (9), science (11), language arts (11), gifted and talented (17), and early childhood education (18).

A handbook on 19 school-to-work transition programs for secondary education students in comprehensive and vocational high schools, collaboratives, and Chapter 766 approved private schools entitled, *Employment Development for Youth With Special Needs: Program Models That Work*, is being developed. A statewide conference for school district personnel will be held in FY88 to encourage adoption of these programs.

400 school district, collaborative, state agency, and university personnel attended an institutional schools

conference in April, focusing on issues such as inter-agency collaboration, educational technologies, program development for adolescent special needs youth, etiology of abnormal adolescent behavior, substance abuse, classroom management, community involvement, and others.

Assessment and Testing

M. Disseminate and Implement Chapter 188 Curriculum Assessment and Basic Skills Testing Regulations

\$82,000 was awarded to school districts for bilingual special education program development, program evaluation, program development resulting from evaluations, and replication of promising practices. 13 workshops/symposia and technical assistance/training were provided for 500 staff of public school districts (105), Chapter 766 approved private schools (21), state agencies (6), and collaboratives (3); parents.

Final regulations were approved by the Board in August 1986 and distributed to schools. An amendment to these regulations providing for a change in the curriculum assessment grade levels—from 3, 7, and 11 to grades 4, 8, and 12—was given initial approval by the Board in May.

N. Implement the Curriculum Assessment Program

Findings in reading, mathematics, and science were reported to schools, districts, and the Board in November 1986. Regional reporting workshops and special sessions were conducted in November through January to provide assistance in interpretation to media, legislators, school systems, Department staff, and the public. Two interpretive publications drawn from the assessment were sent to schools in May.

Plans for the 1988 curriculum assessment in reading, mathematics, science and social studies—including the proposed change in grade levels—were approved by the Board in February.

O. Implement the Basic Skills Testing Program

Basic skills testing of all 3rd, 6th, and 9th grade students in reading, writing, and mathematics was conducted in October and reported to schools, districts, and the Board in March. Regional reporting workshops and special sessions were conducted in March through April to provide assistance in interpretation to media, legislators, individual school systems, Department staff, and the public.

Statewide basic skills standards were approved by the Board in May and will become applicable beginning with the 1987 testing program.

II. POLICY PLANNING AND ANALYSIS

In Fiscal Year 1987, an emphasis was placed on implementing planning and policy development objectives designed to achieve the Board's goals and contribute to its mission for education, as well as on an evaluation of the results of the first year of implementation of Chapter 188, with a focus on testing results, school and district evaluations, and formula and discretionary grant programs.

Development of Multi-Year Plans for Program Implementation

A. Continue to Implement the Integrated Planning Process

In April 1987 the Board adopted the "Goals for Education in Massachusetts," developed in a widely participatory process managed by the Board's Subcommittee on Goals. The subcommittee included Board members and representatives from the Regional Education Councils. The Board also adopted a Mission Statement at its April meeting.

In addition, in March 1987, the Board adopted five general priorities for the Department, as part of the Integrated Planning Process. These three actions create a coherent framework for the objectives and activities of the Board and Department.

B. Develop a Plan to Implement Board Policy on Adult Basic Education

The Commissioner established an internal Department Task Force on Adult Basic Education—composed of program directors, students, and representatives of agencies responsible for adult literacy programs including the Governor's Interagency Literacy Task Force, Commonwealth Literacy Corps, Executive Office of Human Services, and Office of Training and Employment Policy—in August 1986 to develop an implementation plan for the Board's Policy. A draft implementation plan was developed and presented to the Board for discussion in June, and final approval in August.

An intergenerational literacy program, in which parents of preschool children learned to read to their children, was implemented at Boston University. Increased coordination of adult basic education and early childhood education program goals is planned for FY88.

C. Develop a Plan to Implement Board Policy on Early Childhood Education

In September, following the Board's approval of the Policy on Early Childhood Education in January 1986, the Commissioner established an internal Early Childhood Education Task Force to develop an implementation plan for the Policy. A report was presented to the Board in January 1987. Program and management recommendations are being implemented.

D. Review Vocational Education

Department staff and representatives of the Massachusetts Association of Vocational Administrators jointly developed draft legislation to update vocational/technical education. Proposed legislation was approved by the Board at its April meeting, and has received support from the State Council on Vocational Education, Massachusetts Commission on Occupational Education, Massachusetts Vocational Association, and Massachusetts Association of Occupational Education Directors.

Equal Educational Opportunity

E. Develop Board Policy on Equity in Secondary Education

An issues paper on secondary equity was prepared and distributed to Board members and Department staff for comment and discussion in January 1987. In April, the Department sponsored a two-day symposium on equity

in secondary schools in Northampton. Symposium papers and related responses are being compiled in a publication for dissemination.

F. Study the Implications of Providing for Choice of Educational Options

A committee—composed of representatives of school officials, teachers, students, parents, collaboratives, Metco, business, and the League of Women Voters—examined issues related to choice of educational options in public schools. 3 recommendations on support (financial and other assistance) for school districts and other local educational agencies that provide or are developing educational options, and on dissemination of information on how to provide for choice were developed in the Spring and subsequently presented to the Commissioner for his consideration.

G. Strengthen Programs and Services in Small Schools and Districts

A definition of “small schools” was developed, 100 such school districts were identified, and information on them was collected and analyzed. A steering committee—with representatives from small/rural school districts, Massachusetts Organization of Educational Collaboratives, New England School Development Council, and Department staff—was established and in FY88 will propose responses to trends and problems identified.

Educational Personnel

H. Strengthen Teacher Preparation, Recruitment, and Certification

A definitive study of teacher supply and demand was completed and results reported to the Board in June. An issues paper will be developed in FY88. With support from the Department, the Board of Regents committed \$500,000 to new teacher training programs in 3 areas of shortage identified in the study: bilingual, English as a second language, and speech and hearing handicapped.

The Commissioner and the Chancellor of the Board of Regents of Higher Education established a Joint Task Force on Teacher Preparation which will report to both Boards in October 1987 on improvements in pre-service education and certification. An office of teacher recruitment and referral will be established in FY88.

Regulations to establish a certification review panel will be presented to the Board for final approval in August. The Apprentice Teacher regulations were adopted by the Board in April, and the program will be implemented during the Summer.

Early Childhood Education program standards were presented to the Board in March and approved in June for implementation in the 1987-88 school year. The development of regulations for a new early childhood education certificate has been delayed for six months for further study. A report was presented to the Board in May.

The Center for Industrial Policy and Occupational Education at the University of Massachusetts/Boston

conducted a survey on the preparation of vocational education teachers. Survey data will be reviewed and used as the basis for developing strategies and programs in FY88.

Public Accountability

I. Develop Board Policy on Information

A policy on information was developed and approved by the Board in December 1986.

School Finance

J. Support Measures to Strengthen and Equalize Funding for Schools

Discussions were held with the Commissioner's Ad Hoc School Finance Committee, the Secretary for Administration and Finance's Local Aid Group, and the Special Commission on Local Aid. The Ad Hoc Committee analyzed potential modifications to Chapter 70, and supported its full implementation as a separate, uncapped funding mechanism.

School finance case studies on 4 school districts (Fall River, Mohawk Trail Regional, Somerville, and Tantasqua Regional) were included in the Chapter 188 evaluation report completed in June.

Chapter 188 Evaluation

- K. Evaluate the Implementation and Effects of Chapter 188 of the Acts of 1985 (An Act Improving the Public Schools of the Commonwealth)

A report focusing on the participation of school districts in the Chapter 188 formula and discretionary grants was presented to the Board at its November 1986 meeting, and an update will be presented in August. A second report entitled *School and Community Perceptions of Chapter 188 Implementation* was developed and presented to the Board in February. A report on the second full year of Chapter 188 implementation will be presented to the Board in August.

A Chapter 188 Evaluation Advisory Committee composed of representatives of the Governor's Office, Legislature, schools, community organizations, Regional Education Councils, education professional associations, unions, and the press was established, and a set of educational indicators was drafted. A report will be presented to the Board in August.

III. EFFICIENT AGENCY MANAGEMENT

In Fiscal Year 1987, an emphasis will be placed on implementing key recommendations included in the Board of Education's Management Study/Plan and implementation of Board of Education adult basic education, early childhood, and linguistic minority student policies and recommendations.

A. Strengthen Information Management and Program Evaluation

A Task Force on the Use of Information was established in November 1986. The Task Force developed a set of recommendations to be presented to the Commissioner for his consideration.

The School and Pupil-based Information Network (SPIN) pilot project to demonstrate the feasibility and usefulness of creating a merged database of pupil, staff, and financial records, on a single host computer from a network of participating school districts was designed and implemented. Local user groups at Andover, Dennis-Yarmouth Regional, Falmouth, Lexington, Minuteman Regional Vocational-Technical, and Newton public school districts received training on the use of the system. An expanded network is planned for FY88.

Chapter 188 data collection instruments were prepared, field tested, revised, and distributed. School district and collaborative staff received technical assistance, both individually and through regional workshops. Reports on selected districts, schools, and collaboratives will be developed and distributed by December 1987.

B. Study the School Building Assistance Program

The Department actively participated in the development of a report that the Executive Office for Administration and Finance filed with the Legislature.

C. Strengthen Teacher Certification Procedures

A review of certification policies and regulations is underway and an initial presentation will be made to the Board in December 1987. A report containing recommendations for the automation of teacher certification operations was completed, and operations will be automated in FY88.

A Task Force on Educational Personnel developed a plan for restructuring the Bureau of Teacher Certification and all Department activities relating to teacher education. The plan will be presented to the Board in August as part of the Commissioner's plan for the Department's organization.

D. Strengthen State and Federal Legislative Programs

The Board of Education's Policy on Legislative Matters was revised, updated, and approved by the Board in February. Both the Policy and procedures for communicating with the Great and General Court were distributed to every Department staff member in March. Legislative linkers were identified for each program area and regional center in the Department.

E. Strengthen Financial Programs and Operations

A Task Force on Financial Management and Grants Processing was established in January 1987. Recommendations to strengthen Department programs and operations were presented to the Commissioner in June and will be implemented in FY88.

F. Support Regional Education Council and School Committee Efforts to Improve Curriculum, Instruction, and Management Practices

Several new appointments were made to regional education councils to ensure full school committee representation. Regional councils discussed Board initiatives, regulations, and policies. Department managers and staff participated in these discussions.

G. Continue to Coordinate Integrated Planning Activities

The Integrated Planning Process was refined in its second year of implementation, and expanded to include an opportunity for participation by all Department professional staff and managers. A manual is being prepared for use in future annual planning cycles. A calendar was approved by the Board at its March meeting.

Commonwealth of Massachusetts
Board of Education

THE MISSION

Public education is the most significant responsibility of government in maintaining a democratic society. Therefore, the Mission of the Massachusetts Board of Education is to provide leadership and advocacy for the best education for all the people of the Commonwealth.

To plan, serve and support public education, the Board commits itself to:

- assuring equal access to and opportunity for all students in publicly-funded early childhood through secondary, occupational and adult education programs;
- promoting high standards for teaching and for managing educational resources as well as high expectations for learning;
- encouraging a close working relationship with school committees and school districts to attain those standards and expectations;
- creating an educational climate in which teaching is regarded as an honored and desired profession and excellence is recognized;
- promoting a school environment in which participation and leadership are encouraged;
- fostering involvement of parents, students and others in determining and supporting educational policy;
- forging partnerships with families, state and local agencies, business and industry to strengthen public education;
- advocating strong public and government support for educational funding, priorities and policies; and
- initiating and helping shape the laws affecting public education and assuring that they are properly implemented.

The Board will establish goals, policies and priorities to direct the activities of the Commissioner and Department of Education in fulfilling this mission.

FACTS ABOUT MASSACHUSETTS SCHOOLS
SEPTEMBER 1987

NUMBER OF SCHOOLS 1986-1987

	Public	Non-Public
Elementary	1,192	475
Middle/Junior High	271	6
High Schools	298	111
Other	35	236
TOTALS	1,796	828

NUMBER OF PUBLIC SCHOOL DISTRICTS 1986-1987

Number of city districts with operating schools	39
Number of town districts with operating schools	243
Number of town districts without operating schools	69
Number of academic regional districts	53
Number of independent vocational districts	3
Number of vocational regional districts	27
Number of county agricultural districts	3
TOTAL	437
Number of operating districts	368

NUMBER OF SUPERINTENDENTS

289

(Note: Some school systems share a superintendent)

PUPIL ENROLLMENT

Kindergarten through Grade 12

	1986-87	Projected for 1990-91
Number of students in public schools	830,382	811,690
Number of students in non-public schools	134,095	123,709
TOTALS	964,477	935,399
Number of pre-kindergarten students		
	1986-87	
Public schools	3,715	
Non-public schools	12,024	
TOTAL	15,739	

RACIAL/ETHNIC DISTRIBUTION

(of public school enrollment 1986-87
for pre-kindergarten through Grade 14)

	Number	%
American Indian	1,058	.1
Black (non-Hispanic)	58,028	6.9
Asian	19,928	2.4
Hispanic (non-White)	13,250	1.6
Hispanic (White)	34,503	4.1
White (non-Hispanic)	790,193	84.1
TOTAL	835,960	

NUMBERS OF PUBLIC SCHOOL BILINGUAL STUDENTS

a. Transitional bilingual (students served 1986-87)	17,871
b. Limited English-proficient (# of students 10/1/86)	28,235
c. First language not English (# of students 10/1/86)	
Spanish	33,845
Portuguese	12,727
Chinese	4,540
Khmer	3,282
Vietnamese	2,336
Cape Verdean	2,211
French	2,079
Italian	1,671
Greek	1,637
Lao	866
Creole	679
Korean	475
Other	3,845
TOTAL	70,193

(The total c. represents 8.4% of the school population.)

SPECIAL EDUCATION STUDENTS SERVED 1986-1987 133,611

TOTAL PROFESSIONAL/INSTRUCTIONAL STAFF

(In full-time equivalents*)

	85-86	86-87	% difference
Regular ed	52,480.2	53,494.0	+1.93
Special ed	9,242.7	9,294.5	+0.56
Bilingual/ESL	1,414.0	1,605.4	+13.54
Occupational ed	2,644.1	2,652.4	+0.31
TOTALS	65,781.0	67,046.3	+1.92

*Because some teachers teach more than one subject, they are listed in more than one category according to the time spent with each subject.

STUDENT/TEACHER RATIO 18:1

(based on full-time equivalents)

TOTAL BUDGET FOR FY86

Local	\$2,010,100,000	(53.24%)
State	\$1,575,900,000	(41.74%)
Federal	\$189,500,000	(5.01%)

PER PUPIL COST FY86 \$3,488 **TOTAL** \$3,775,500,000

03 03 03

PUBLICATION OF THIS DOCUMENT APPROVED BY RIC MURPHY, STATE PURCHASING AGENT

1750-588-803371

Estimated Cost Per Copy \$.80

ACME
BOOKBINDING CO., INC.

AUG 1 1995

100 CAMBRIDGE STREET
CHARLESTOWN, MASS

